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It is a great task that the "Society" has accomplished in publishing this edition of the 'Edda,' and accomplished in a satisfactory manner. Every student of the Edda is enabled, by this work, to form an independent judgment of all questions pertaining to text criticism.

In appropriating about \$1200. (cost of the Phototype plates) toward the expenses of this publication, the Danish Government has made amends to a certain limited extent for its unpardonable indifference as to the manner in which the treasures of the Royal library are housed. These are kept in a wing of the Cendshanoborg Castle, which may be endangered by fire on all sides, and whose old wooden floors, shelves, etc., make it a veritable tinder-box.

The second volume of Dr. FRITZNER'S Dictionary of the Old Norse language, has just been completed by the appearance of its 19th part, the work thus being carried down to the letter *P*, inclusive. The definitions of the words are in the Dano-Norwegian language, so that the Dictionary can, of course, be of use only to those students of the Old Norse-Icelandic tongue who are familiar with this Scandinavian idiom.

What especially distinguishes this dictionary from its predecessors, are the thoroughness and fullness of its quotations, the exhaustive treatment of everything pertaining to institutions, laws, customs, traditions, etc., so that the book, besides being a dictionary, may serve to a large extent as an encyclopædia for the Scandinavian Old and Middle ages. The chief objection to the work, arises from the author's habit of explaining words rather than translating them. This defect is not of any great importance as far as English-speaking students are concerned, but it greatly impairs the value of the book for Scandinavian students, learning the elements of the language, who would seek in the dictionary models for correct translation. Objection might also be raised against the author's way of spelling the old words, chiefly as regards the vowel sounds, but this is, to the advanced student, a matter of comparatively slight importance.

Nearly nine years have passed since the first

part of this Dictionary appeared; the publication of the work is therefore making pretty slow progress, but it is probably carried on as fast as is consistent with a thorough and reliable preparation of the material. It is to be hoped that the author, who is already advanced in years, may be spared time to finish this the crowning work of his life.

P. GROTH.

New York.

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## CORRESPONDENCE.

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### THE PEDAGOGICAL SECTION.

OF THE

*Modern Language Association of America.*

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#### TO THE EDITORS OF MOD. LANG. NOTES:

SIRS:—As President of the Pedagogical Section of the MODERN LANGUAGE ASSOCIATION, I desire to invoke the attention of my colleagues to the interests of this department, for the approaching meeting of the Association in Washington.

The papers presented to the Association, as well as those published in the MOD. LANG. NOTES, have been mainly concerned with the higher questions of scholarship and criticism. This is as it should be; for our foremost ranks must lead our progress and point the way of future advance. But not the less do the fundamental questions of our pedagogy maintain a deep and enduring interest. For on these depend the foundations of our scholarship; and on these foundations, for those who shall come after us, must be built the scholarship that shall hereafter guide and extend the progress of our profession. And not only the scholarship but also the inspiration, as well as the conception—higher or lower—of the true character and object of our studies and our discipline. This is not a question of *method* merely—which at last must be largely individual—but of intellectual and moral purpose and effort, on which will depend not simply the value of our work as teachers in school or college, but also the rank which our discipline shall hold, in fact and in public opinion, as a factor in education and in human

progress. It is, therefore, my earnest desire, for the good of all, that the pedagogy of modern languages shall—within due limits and on a worthy plane—hold a larger place than heretofore in the Association itself and in the columns of MOD. LANG. NOTES. This movement forward we hope will be begun at the meeting in Washington.

As the topic for discussion on that occasion in the pedagogical department, I propose the paper read last year in Nashville by Mr. E. H. BABBITT, on: "How to use Modern Languages as a Means of Mental Discipline." To those who heard or have read this paper, I need not speak of its extraordinary interest. Whatever may be thought of the positions taken by the writer, yet the wide range and at the same time the condensation of his argument, his sharp and clear-cut views and the boldness with which they are maintained, make the paper peculiarly stimulating and suggestive. The same boldness and clearness of utterance, along with the very decided views presented on some important points, fit the paper especially for review and discussion. It will be remembered that such was the impression produced when it was read. But unfortunately this was during the last moments of the session, and though debate was eagerly desired it had to be cut short, almost without a word. Prof. ALCÉE FORTIER (then in the chair) and Prof. A. N. VAN DAELL, both of whom expressed a desire which could not then be accorded to speak on the subject, have been invited to open the discussion. Prof. BABBITT, I doubt not, will be ready to fight his own battles, and I am sure both sides will find eager allies and interested listeners. I trust that the paper thus offered for special discussion will in the meantime receive renewed reading and consideration on the part of the members of the Association; for, as I take it, we all belong to the pedagogical department. Whatever we may be as scholars, we are—or ought to be—first of all, *teachers*.

I will not anticipate a discussion which I hope may be of general interest, yet I will make a single remark. It is a question, it seems to me, not of an ideal pedagogy for ideal students under ideal conditions, but how we may best accomplish what is most essential for

the greatest body of our students, in our several spheres of school, college, and university. The main question seems to be, what is most essential; and then, what may be practicable, under our respective conditions, so as to accomplish the greatest good for the greatest number. To these chief considerations the details of method, it seems to me, should be held quite subordinate—or, indeed, should be mainly determined by them. With this suggestion, I beg leave to commend the subject of Prof. BABBITT's paper for our thoughtful discussion in Washington.

EDWARD S. JOYNES.

*South Carolina College.*

### THE PRONUNCIATION OF THE GERMAN STAGE.

TO THE EDITORS OF MOD. LANG. NOTES :

SIRS:—In vol. vi, no. 6, of MOD. LANG. NOTES. you have reprinted the rules of the Royal Prussian theatres as to the pronunciation of *g*. It appears, therefore, that these rules were correctly reported by the newspapers from which VIETOR reprinted them in *Phonet. Stud.* i, p. 92. I should like here to call attention again to VIETOR's opinion that the Count VON HOCHBERG's description is unscientific, and also to the fact that the Count himself makes no claim that it is scientific, and that he only aimed at uniformity. "Ein leicht anschlagender guttural laut" that lies between *ch* and *k* is a phonetic chimera which no assurances of his Excellency, given to Professor HEWETT, can make a reality. An appeal to such an authority will carry no weight against a phonetician of VIETOR's reputation who says, "on the stage and in artistic song there still predominates the stop—except in *-ig-* both medially and finally (*tage, ták*)."<sup>1</sup> Count VON HOCHBERG wrote to VIETOR that he had not aimed at deciding a scientific question by this regulation, but had caused it to be printed solely to bring about a uniform pronunciation of the letter in question upon the Royal stage of Berlin.<sup>1</sup> It does not at all follow, therefore, that the actors under his control can and actually do pronounce that letter in the manner

<sup>1</sup> See *Phonet. Studien* i, p. 93.